

## Elementary School Students' Learning Motivation Through Ludo Education Media

Patra Aghtiar Rakhman, Novita Andini, Aini Islamiati, Ghina Nurrahmah

<sup>1,2,3,4</sup>Department of Elementary School Teacher Education, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University

### Abstract

Received: 5 November 2024  
Revised: 15 November 2024  
Accepted: 30 November 2024

Learning motivation is a key factor that influences student success in the learning process. Without sufficient motivation, students tend to be less enthusiastic about following the material being taught and are not actively involved in class. In an effort to increase learning motivation, various innovative approaches need to be implemented. The main aim of this research is to analyze the effect of using Ludo Education on elementary school students' learning motivation. This research uses a qualitative approach with descriptive methods. The research results show that the use of Ludo Education has a positive influence on student learning motivation. Students participate more actively in learning and feel challenged to achieve the goals in the game. Ludo Education not only increases extrinsic motivation, which is based on rewards or prizes, but also motivates students intrinsically, namely based on the personal satisfaction they get from completing challenges in the game. In addition, this game helps students better understand lesson material, such as vocabulary and sentence structures in Indonesian, in a fun and interactive way.

**Keywords:** Ludo Education, Motivation to learn, Instructional Media, Primary School Learning, Interactive Learning

(\*) Corresponding Author:

[parakhman@untirta.ac.id](mailto:parakhman@untirta.ac.id), [2227220079@untirta.ac.id](mailto:2227220079@untirta.ac.id),  
[2227220099@untirta.ac.id](mailto:2227220099@untirta.ac.id), [2227220114@untirta.ac.id](mailto:2227220114@untirta.ac.id)

**How to Cite:** Rakhman, P., Andini, N., Islamiati, A., & Nurrahmah, G. (2024). Elementary School Students' Learning Motivation Through Ludo Education Media. *International Journal of Education, Information Technology, and Others*, 7(4), 133-140. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11113>

## INTRODUCTION

Motivation to learn is an important factor that influences the success of the educational process, especially for elementary school students. At an early age, learning motivation plays a crucial role in forming positive study habits and interest in the lessons being taught. Without proper motivation, students tend to feel less interested, get bored easily, or are even reluctant to get involved in learning activities. Therefore, it is important to develop teaching methods that are able to motivate students to be active and enthusiastic in learning. One approach that can be used to increase student learning motivation is to utilize interesting and interactive learning media. One of which is game-based educational media, which has been proven effective in capturing attention and increasing student engagement (M Ulhusna, et al, 2020).

Ludo, a board game that has been around for a long time, has now been widely applied in various educational contexts as a medium to increase students' learning motivation. Ludo is a game that relies on strategy, luck and teamwork, which makes it a fun tool for introducing learning concepts indirectly. In an educational context, Ludo not only functions as a means of entertainment, but also as an educational medium that can help students understand various learning materials, from mathematics to social skills, in a fun way. Ludo as a learning

medium allows students to learn while playing, which can reduce boredom in the learning process which tends to be stiff and monotonous.

The use of game-based media such as Ludo has a number of advantages that can have a positive impact on student learning motivation. For example, a fun game of Ludo can create a more relaxed learning atmosphere, reducing the pressure that students usually face in the formal learning process. Apart from that, through this game, students are invited to collaborate, think critically and compete in a healthy manner. This can certainly develop various aspects of skills, such as social skills, problem solving, and decision making, all of which contribute to increasing student learning motivation (Andi Abdul Rahman Solori, Hastuti Hastuti, 2021).

Various studies show that learning involving educational games can improve intrinsic motivation students namely motivation that comes from within the students themselves, which is driven by curiosity, enjoyment, and a sense of achievement. On the other hand, monotonous and uninteresting learning is often triggering extrinsic motivation, which focuses solely on external rewards or punishments, and is often unsustainable. In this case, the use of game-based educational media such as Ludo is expected to change this dynamic by fostering students' intrinsic motivation, which in turn increases their academic achievement.

This research aims to explore the influence of Ludo game-based educational media on elementary school students' learning motivation. More specifically, this research will examine the extent to which the use of Ludo media can increase students' levels of engagement, interest and enthusiasm for learning. Apart from that, this research will also analyze how the application of Ludo as a learning tool can influence students' perceptions of learning activities, as well as its impact on their success in achieving educational goals. Through this research, it is hoped that new insights can be found that can be used as a basis for developing more effective and enjoyable learning methods for elementary school students (Nur Alfin Hidayati, et al, 2022).

By looking at the potential that the Ludo game media has in learning, this research also hopes to contribute to the development of innovative learning strategies that are more interesting and effective, not only in the educational context in Indonesia, but also at the global level. Through the application of creative and game-based learning methods, it is hoped that a more enjoyable learning experience can be created for students, which will ultimately motivate them to continue learning and develop their potential.

## **RESEARCH METHOD**

This research uses an approach descriptive qualitative with the aim of describing the application of the Ludo game as a learning medium in increasing motivation to learn. This research aims to understand how the Ludo game can influence students' motivation in participating in online Indonesian language learning, as well as to see to what extent this game is able to increase students' involvement and interest in the lesson material.

In collecting data, this research uses three main techniques such as observation, interview, and documentation. Observations were carried out to directly observe the online learning process using Ludo, see how students interact

with the game, and how teachers integrate the game into learning. In-depth interviews were conducted with teachers and students to explore their views regarding the impact of the Ludo game on learning motivation. In addition, documentation will collect the learning materials used and reports on learning activities.

The data obtained will be analyzed qualitatively using data reduction, categorization and data presentation techniques. Researchers will group data based on emerging themes related to the influence of Ludo on student learning motivation, as well as describe the findings in narrative form. To ensure the validity of the findings, this research will use data triangulation and member checking by involving teachers and students in verifying the results of the analysis. With this method, it is hoped that this research can provide new insight into the effectiveness of game-based learning media in increasing learning motivation in basic education (Edward Groenland, Leo-paul Dana, 2019).

## **RESULTS AND DISCUSSION**

### **The Influence of Ludo Education on Student Learning Motivation**

The research results show that the use Ludo Education has a significant impact on student learning motivation, both in the aspects of intrinsic and extrinsic motivation. Extrinsic motivation refers to students' encouragement to learn based on the rewards or rewards they get after completing a task or achieving a certain goal. However, in this study, what is more prominent is the increase intrinsic motivation, namely the urge to learn that comes from within the student himself. This intrinsic motivation arises when students feel actively involved in learning, feel challenged, and feel personal satisfaction in every step they take during the game.

In the context of theory Self-Determination As stated by Deci and Ryan (1985), intrinsic motivation develops when students feel that they have control over the learning process and gain satisfaction from the results achieved. When educational Ludo is used, students can feel personal satisfaction every time they successfully complete a challenge or reach a certain point in the game. This increases the likelihood that they will continue to engage in learning. For example, in the Ludo game, students not only learn to achieve the goals set by the teacher, such as remembering vocabulary or understanding sentence structures in Indonesian, but they also gain personal satisfaction when they successfully answer questions or continue the game successfully (Janri Mahasan Sihotang, et al, 2019).

Game mechanics that provide positive feedback, such as winning moves or earning points in the game, provide a sense of accomplishment for students. This creates a more personalized and enjoyable learning experience, which in turn encourages them to be more actively involved in the learning process. In traditional learning, students often only receive material from the teacher, without any direct involvement or pleasant feedback. However, with educational Ludo, learning becomes more interactive and entertaining, and provides opportunities for students to learn through fun experiences. Therefore, students' motivation to continue learning increases, because they feel the learning process becomes more enjoyable and less boring.

### **Ludo Education as an Interesting Learning Media**

One important aspect that emerged in this research is effectiveness Ludo Education as a learning medium that can attract attention and increase student involvement with the lesson material. ARCS theories proposed by Keller (1987) states that student motivation can be increased through four main factors: Attention (attention), Relevance (relevance), Confidence (self-confidence), and Satisfaction (satisfaction). These four factors can be explained in the context of using educational Ludo in learning.

First, Ludo has the ability to attract students' attention with the elements of competition and luck inherent in the game. When students play, they don't just learn the material passively, but they are directly involved in a learning process that is full of challenges. Fun game elements, such as rolling the dice and moving forward on the game board, provide a sense of tension and anticipation that increases student concentration during learning. In many cases, when students feel interested in the game they are playing, they become more focused and less easily distracted by external distractions (Indira Syifa Karai Handak, et al, 2024).

Second, the relevance of the material discussed in the game is directly related to the learning objectives to be achieved. In this research, the material studied through the Ludo game focuses on vocabulary and sentence structure in Indonesian. The questions that arise in the game are directly related to the material taught in class, so students feel that the game is relevant to their learning goals. This is different from learning methods that only rely on textbooks or lectures which sometimes make students feel that learning has no direct connection to their daily lives.

Third, Ludo game provides an opportunity for students to feel more confident in answering questions or making decisions during the game. Every step they take in the game gives them immediate feedback regarding the results they have achieved, which in turn builds their self-confidence. In this study, students who initially felt anxious or unsure of their abilities, felt more confident when they managed to answer questions correctly or reach certain moves in the game. Small successes like these increase their self-confidence, which can translate into motivation to continue learning.

Fourth, satisfaction is a very important factor in ARCS theory. In the Ludo game, students feel satisfied every time they succeed in advancing their steps or completing the challenges given. This satisfaction encourages students to continue the game and try to achieve better results. Satisfaction in the game, which comes from achieving goals and successfully overcoming challenges, provides additional motivation for students to continue learning and deepens their understanding of the material studied.

In addition, the use of educational Ludo also motivates students to work together in groups. In traditional learning, students often only work individually and only interact with the teacher. However, in the Ludo game, students have to work together in groups to complete challenges, which increases their engagement with the course material and with classmates. This collaboration also strengthens students' understanding of the material, because they can discuss and share knowledge with each other in their groups (Mira Amelia, et al, 2024).

### **Challenges in Using Educational Ludo**

Although the research results show a positive impact from the use of educational Ludo, there are several challenges that must be considered in its implementation, especially in the context of online learning. Technology infrastructure issues is one of the main obstacles in implementing game-based learning media. In some schools, especially in areas that do not have stable internet access, students experience difficulty in accessing the online educational Ludo platform. The limitations of the devices used by students, such as inadequate tablets or laptops, also hinder the smooth running of the game and reduce the benefits that students can obtain from using this media (Zakirman, et al, 2022).

Some students who are not familiar with technology also face difficulties in following the rules of the game. Digital-based Ludo requires a faster understanding of how applications work and interface interactions on digital devices. In this case, students who are not familiar with technology need additional time to adapt and understand how to use the game properly. Therefore, teachers need to provide initial training to students so that they are more familiar with the use of educational Ludo.

In addition, although Ludo can increase student motivation, this game still requires intensive supervision from the teacher. Without adequate supervision, there is a possibility that this game can divert students' attention from the main goal of learning, namely increasing understanding of the material. Therefore, teachers need to monitor the progress of the game well and ensure that each student remains focused on the learning objectives, even though they are playing (Vinza Hedi Satria, Darlis Herumurti, 2021).

Another challenge is related to differences in student ability levels in understanding the material taught. Although most students show increased motivation, there are also students who find it difficult to follow the game, especially if they do not fully understand the material being studied. In this case, the teacher needs to provide additional help or adjustments in the way of playing so that all students can be involved and benefit from the game.

### **Recommendations for Using Educational Ludo in Learning**

Based on the challenges that have been identified, there are several recommendations that can be given to increase the effectiveness of using educational Ludo in learning. First, it is important to ensure that all students have equal access to the devices necessary to participate in the game. Schools need to work together with competent parties to provide adequate devices for students, especially in areas where technology is limited. Second, initial training for students and teachers is essential. Students need to be given guidance on how to use educational Ludo apps, while teachers need to understand how to integrate this game into lesson plans effectively.

Third, in online learning situations, teachers need to consider using the Ludo platform which is user-friendly and easily accessible to students with various levels of technological ability. Fourth, to maximize learning outcomes, teachers need to carry out regular evaluations to monitor students' understanding of the material taught through games. This evaluation can be done through quizzes or discussions after the game to ensure that the learning objectives are achieved well (Fiki Kamelia, Desi Wulandari, 2024).

## CONCLUSION

Based on the results of research that has been carried out, it can be concluded that the use of Ludo Education in learning has a positive influence on student learning motivation at the elementary school level. Ludo education is successful in improving intrinsic motivation students, namely the urge to learn that comes from within themselves. This is reflected in increased student engagement during the learning process, where they feel more challenged and gain personal satisfaction from every success they achieve in the game. Small successes in games provide a pleasant sense of accomplishment for students, which encourages them to continue learning and strive to achieve learning goals.

The use of educational Ludo has also proven effective in attracting students' attention and making them more interested in the subject matter, especially in Indonesian language subjects. This game combines elements of competition, luck and challenge which makes learning more interesting and interactive. Thus, students not only learn passively from the teacher, but they also learn through experiences that are fun and give them the opportunity to test their knowledge in more dynamic and interesting situations. This is also in accordance with the ARCS theory which states that student motivation can be increased through attention, relevance, self-confidence and satisfaction, all of which can be fulfilled through the application of Ludo education.

Apart from that, learning with Ludo education also improves students' social aspects, especially in terms of cooperation. In this game, students not only learn alone, but they are invited to work together in groups, discuss with each other, and share knowledge. This collaboration gives them the opportunity to deepen the material and learn actively with their friends. Learning based on social interaction certainly provides added value in increasing students' understanding of the material being studied, as well as strengthening relationships between students in class.

However, although there are many benefits to be gained from implementing educational Ludo, there are several challenge that need to be paid attention to, especially in terms of technology access. Some students face difficulties in accessing the game due to device limitations or unstable internet connection problems. This is the main obstacle in implementing educational Ludo optimally. In addition, not all students are used to technology-based learning, so they need time to adapt to the devices and applications used. Another challenge is teacher supervision which must be carried out carefully so that students remain focused on the learning objectives and not only focused on the game aspect alone.

Based on these findings, it can be recommended that schools provide adequate facilities to support technology-based learning, such as sufficient devices and stable internet connections, so that all students can access educational Ludo without obstacles. Apart from that, training for students and teachers is also important so that they are more familiar with using Ludo as an effective learning medium. With thorough preparation and ongoing evaluation, the use of educational Ludo can be more optimal and provide maximum results in increasing student learning motivation.

Overall, use Ludo Education can be a very effective alternative in increasing student learning motivation. With a more fun and interactive learning

experience, students become more interested and involved in the learning process. Although there are several challenges that need to be overcome, the use of this medium shows great potential in creating a more dynamic and engaging learning environment for students. Thus, educational Ludo can be an innovation that can enrich learning methods and increase students' motivation and learning skills in the future.

## BIBLIOGRAPHY

- Andi Abdul Rahman Solori, Hastuti Hastuti. (2021). Permainan Ludo untuk Meningkatkan Motivasi Belajar Bahasa Indonesia secara Daring di MIS Borong Kapala. *Indonesian Language Education and Literature*, 7(1). Retrieved from <https://www.syekhnurjati.ac.id/jurnal/index.php/jeill/article/view/8872>
- Edward Groenland, Leo-paul Dana. (2019). *Qualitative Methodologies And Data Collection Methods: Toward Increased Rigour In Management Research*. World Scientific Publishing Company. Retrieved from [https://www.google.co.id/books/edition/Qualitative\\_Methodologies\\_And\\_Data\\_Colle/zO\\_CDwAAQBAJ?hl=en&gbpv=0](https://www.google.co.id/books/edition/Qualitative_Methodologies_And_Data_Colle/zO_CDwAAQBAJ?hl=en&gbpv=0)
- Fiki Kamelia , Desi Wulandari. (2024). Development of Educational Monopoly Learning Media in Science Subjects to Improve Students Learning Outcomes. *JPPIPA*, 10(9). Retrieved from <https://jppipa.unram.ac.id/index.php/jppipa/article/view/7351>
- Indira Syifa Karai Handak, et al. (2024). Pengembangan Media Ludo Digital Materi Tanggung Jawab Siswa Pada Mata Pelajaran PPKn Kelas V SD. *Indo-MathEdu Intellectuals Journal* , 5(1). Retrieved from <https://ejournal.indo-intellectual.id/index.php/imeij/article/view/766>
- Janri Mahasan Sihotang, et al. (2019). Development of Ludo Game for Elementary School Students 'Motion Material. *Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)*. Retrieved from <https://www.atlantispress.com/proceedings/aisteel-19/125928431>
- M Ulhusna, et al. (2020). Ludo Game Implementation to Improve Student's and Interest to Learn Mathematics for 3rd Grade in SDN 19 Nan Sabaris. *Journal of Physics: Conference Series*, 1554. Retrieved from <https://iopscience.iop.org/article/10.1088/1742-6596/1554/1/012012/pdf>
- Mira Amelia, et al. (2024). The effect of game suits on student motivation and learning outcomes on summation material. *Jurnal Cakrawala Pendas*, 10(1). Retrieved from <https://ejournal.unma.ac.id/index.php/cp/article/download/7292/4458/37547>
- Nur Alfin Hidayati, et al. (2022). The Influence of Learning Media and Learning Motivation on Learning Outcomes. *Uniglobal Journal of Social Sciences and Humanities (UJSSH)* , 1(1). Retrieved from <https://ujssh.com/index.php/ujssh/article/view/84>
- Vinza Hedi Satria, Darlis Herumurti. (2021). Role-Playing Game as Learning Media To Support Online Learning. *Journal of Education Technology*,

5(4). Retrieved from  
<https://ejournal.undiksha.ac.id/index.php/JET/article/view/39718>  
Zakirman, et al. (2022). E-Animation Media to Improve The Understanding of Elementary School Science Learning. *Jurnal Basicedu*, 6(3). Retrieved from <https://jbasic.org/index.php/basicedu/article/view/2595>